	Detail	Where we see best practice?
I-Inclusion	**1. Routine**: Every lesson follows a routinised expectation aligning with our teaching and learning policy. Every student at Caister understands what to expect of a lesson, including the phases they will go through to support their learning. **2. Checks for Understanding & Curriculum Adaptation**: This is a non-negotiable in Caister classrooms supported by regular CPD. Staff use seating plans and the well-worn path – with SEND students strategically mapped on the path - to identify what students know, what support is needed, and what adaptions to the lesson are then needed, following a *responsive teaching* model. Mini whiteboards are well-integrated across lesson phases to ensure that checks for all students are regular and inform strategic pedagogical decision-making to scaffold learning. **3. Inclusion Framework**: Students with SEND and/or further vulnerable characteristic has a co-produced passport which outlines key needs across SEND, EAL, YC, FSM, low RA, safeguarding and behaviour as well teaching and learning strategies to support their learning need. They are identified using the Inclusion Framework and allocated a key adult accordingly. Weekly meetings called 'Inclusion Board' are scheduled with the Personal Development Team to create a 'Team Around the Child' approach to support. The team also deploy a graduated approach in identifying and supporting students who require a multi-disciplinary approach to need.	1. Engineering 2. Mathematics 3. Form Time
C-Creativity	**1. Broad and Balanced Curriculum (for all):** Students choose KS4 options from a wide range of subjects, including art, graphics, photography, and engineering which encourage students to think creatively. We do not limit student choice based on any educational need or prior attainment. We have an active performing arts team that enable all students to participate. Supported by Knowledge Connected days which are run through the technology team and arts team. Regardless of the theme, we push the idea of creativity and creative thinking in all sessions. **2. Collaborative Working:** The personal development team work collaboratively with outside agencies to ensure we have a multi-disciplinary approach to support young people, improve outcomes and remove barriers to accessing education. The academy work in partnership with Norfolk Constabulary, CEPP, Educating with Pride, and the Joe Dix Foundation to provide support and establish creative solutions to supporting need. **3. Specialist School in Performing Arts and Literature:** We offer three shows per year to showcase the brilliant work in Performing Arts across all three specialties: drama, music, and dance. We also contribute to trust wide arts events, such as, the Shakespeare project and the CET orchestra concerts. English offers a broad and diverse curriculum offer, exploring a range of opportunities to think creatively in writing and oracy – supported by a strong focus on the quality first teaching of specialist vocabulary to evoke deeper thought.	1. Whole School 2. Pulse 3. The Performing Arts and English departments
R-Respect	**1. Modelled Positive Culture:** Students show respect when moving around our corridors, staying to the left and being patient during busy times. This links to our 'Community' values. Establishing cultures of respect within our classrooms. Behaviour management relies heavily on student accountability and uses respect as the cornerstone to develop positive behaviours for learning. Establishing cultures of respect through everyday practices and championing this through our students. Anti-bullying ambassadors are available to support an open culture of reporting at Caister. **2. Safety and Wellbeing:** Caister Academy has an excellent programme to support students' wider personal development. In addition to the weekly PSHE curriculum, students also have an additional lesson with their Form Tutor to explore wider contextual themes linked to their development and wellbeing. This is supplemented by a comprehensive assembly programme and workshops led by external speakers to support their knowledge and understanding in a range of subject matter. This will often link to emerging safeguarding and behaviour concerns raised through student voice activity. Students are able to independently report non urgent safeguarding and/or pastoral concerns via Student Voice. **3. Celebrating the Positive:** Throughout assemblies' students are praised fortnightly by rewarding students with subject postcards. Half termly assemblies are "celebrating excellence" which provides a positive reflection at the end of half term. At the end of term parents are invited into the academy to celebrate student achievement and reflect on the term. Weekly Heads of Year rewards are given to students who have shown academic excellence. Weekly form time activity is attendance where students are rewarded a sweet treat if attendance has been 100% the week before. All lessons are finished with positive framing and rewards are given out each lesson.	1. Everywhere 2. Form Tutors 3. Everywhere
E-Excellence	**1. Literacy for Learning:** School wide reading tests are carried out in September (NGRT) and students reading ages are then shared in Arbor for teachers to utilise this information to inform their lesson planning. Targeted intervention is then used to develop reading for students who are significantly behind in the reading age. In lessons, teacher's monitor reading comprehension and fluency during lessons through targeted questioning, reading for meaning, and quick checks for understanding. Based on these insights, teachers refine their instruction to clarify misunderstandings and provide additional support where needed. This can also be seen in our Learning intent breakdowns and decoding keyword through the Display, Define and Decode used within lessons. Students that require further intervention for their literacy are given access to interventions for their reading comprehension and reading fluency, through intervention programs, such as Lexia and Catapult as well as specialist intervention teaching. **2. Proactive Assessment:** Teachers do not wait until landmark assessment to assess our students' knowledge and skills development. Teachers assess throughout all lessons through the use of questioning and mini whiteboards. Teachers then adapt their modelling to students to account for misconceptions. When teachers assess students more formally, we provide countdown plans that guide students on what to revise and when, and we ensure all students receive key messages through our exam warmups.	1. Schoolwide. Best practice is in History and English 2. School wide but particularly mathematics

	Detail	Where we see best practice?
	3. Continuous Development: Regular and responsive CPD occurs linked to adaptive and responsive teaching, focusing on refining teacher implementation of checklists for success to scaffold learning and the well-worn path to check for understanding. CPD Workshops occur each year with a focus on SEND learners and strategies that will scaffold learning, dependent on the learning needs. Seating plans are designed to identify SEND students and characteristics to support teaching and learning strategies to achieve inclusivity and student success. Relevant prior information is included, and the plans are not static, they are designed to be added to, based on a teacher's knowledge of the student.	3. Responsive CPD – Science Seating Plans – BAT and CBL
A-Ambition	**1. Career Pathway:** The academy follows a careers programme which is bespoke to the needs of students, the programme is adapted every year. Students identify their careers pathways through record of achievement activities and inclusion passports. Throughout the year students have encounters with employers, employees, further educational and training providers, and alumni. Throughout the curriculum each topic studied across all year groups have a bespoke link to careers and skills required for adulthood. Every student has one to one guidance to support choices post 16. **2. Rewarding Excellence:** We reward students on academic excellence and students working at their best. Rewards are given in "caister coins" and rewards points. Half termly, year groups compete to collect Caister coins to achieve the half termly rewards event. Fortnightly, students have a chance to receive a personalised subject postcard and half termly a subject badge. **3. Individual Aspirations:** Our curriculum is broad and diverse so that all students study subjects in line with their personal interests and ambitions. Ambition for all is at the heart of the curriculum and the heart of teaching and learning. Curriculum is planned with the expectations for pre-emptive and adaptive teaching, making adjustments to allow all students to achieve. Independent study is set for all students and additional checklists for success are provided where further modelling is needed.	1. Technology & Performing arts 2. Technology & Mathematics 3. Mathematics
T-Therapeutically Aware	**1. Restorative Approach:** All sanctions at Caister have a restorative element to support repair and restoration of relationships following any behaviour incident and align with our Behaviour for Leaning policy. Restorative justice meetings are led by pastoral staff to support incidents of peer-on-peer abuse. **2. Holistic Care;** The academy has implemented a tiered approach to provide a range of targeted interventions to support emotional wellbeing. This includes deployment of a tier 2 counsellor, therapy dog, ELSA, Lego Therapy, Zones of Regulation and CBT. Pastoral staff have also completed additional training in Emotional Coaching and are registered STEPS Practitioners. The behaviour curriculum further supplements interventions. Following internal exclusions and suspensions the academy will work to co-produce 'Pastoral Support Plans' with families to support a positive reintegration and identify support required. **3. Promote Therapeutic Expertise:** The academy has facilitated training for all staff to be skilled in 'Therapeutic Thinking' with opportunities to promote and develop emotional literacy identified across the curriculum. All classroom support staff have completed additional training in 'Emotional Coaching,' and we have a number of staff who have qualified as ELSA practitioners. The school also works alongside external providers to ensure student SEMH needs are met such as Kooth, CAMHS, YAB and Nature/Nurture. The school also welcomes 'Farley' the therapy dog into school twice a week.	1. Pastoral Team 2. Inclusion Team 3. Inclusion Team
E-Emotionally Literate	**1. Community Voice:** Our overarching student voice map is strategically arranged to ensure that all subjects and areas of the school have an opportunity to receive feedback from our student body. Each lead takes on board the student feedback and implements this into future decisions and planning. Each survey is fairly represented by all student groups. The academy also poses weekly questions to students which is voiced within our diary room. **2. Leadership Opportunities:** Our student leadership team meet half termly and all key student groups are well represented, including our SEND students. Students provide feedback on a range of areas, and this is reported to SLT, where the relevant leads for the area are informed. Our student leadership team are an instrumental part of our student body to support and advocate for our academy and implement change. We also run various initiatives and projects that encourage our students to excel within our community. For example, our Papillion Project which runs weekly, The Rabbit Hutch visits where students visit and support members of our local community and our Anti-Bullying Ambassadors, who are visible daily within our school community and support a variety of students who may be struggling within their daily school life. **3. Personal Development:** The personal development curriculum at Caister provides every student with the knowledge and skills to develop character, support their mental wellbeing, sense of purpose, independence, and their pathway to adulthood. This work is facilitated through tutor time, PSHE lessons and an additional 'Personal Learning' session led by their form tutor. This is further enhanced by our behaviour curriculum and student CPD offer. Our pre planned assemblies ensures a varied coverage of a range of relevant topics, issues, and specific areas of concern for our students. Assemblies are delivered weekly and are conducted in year groups. The academy works in partnership with a wide range of external speakers to provide targeted workshops and assemblies.	1. Technology 2. Student body 3. Whole School